About German for Life and Career Success

Introduction

German for Life and Career Success offers life and career skill lessons which complement each unit of the ***InterKulturell***® series. The program was designed to forge links between the German classroom and Career and Technical Education, encouraging learners to explore careers while highlighting the value of bilingualism in their future work. This approach, focusing on language skills for particular professions, is known as Language for Specific Purposes (LSP).

German for Life and Career Success was created with three key goals in mind.

- Teach transferable real-world and life skills.
- Spark student interest and highlight the value of global communication in the 21st-century workplace.
- Prepare future workers with the language and cultural competence needed to compete in today's connected economies.



This supplement enriches the ***InterKulturell***® curriculum by connecting German language learning to real-world career pathways. Designed as a flexible companion to the Student text, this supplement connects career exploration, workplace skills, and authentic professional contexts to the thematic units in ***InterKulturell***® ***1***. Students engage with meaningful scenarios that reflect global industries, community roles, and emerging career fields, all while developing proficiency in interpretive, interpersonal, and presentational communication.

Each activity situates students in realistic roles, such as recruiter, event coordinator, housing services assistant, nutrition adviser, or fashion designer, allowing them to apply language skills in purposeful, career-aligned tasks. Can-Do statements aligned with career competencies guide students toward clear learning goals and help them see the relevance of German beyond the classroom.

This supplement supports teachers with practical guidance, differentiation strategies, extension ideas for heritage and multilingual learners, and suggestions for using AI tools ethically. Thoughtfully designed tasks encourage creativity, reflection, responsible technology use, and intercultural competence. The result is a dynamic, intellectually engaging approach to language education that prepares students not only to communicate in German, but to thrive in an interconnected, multilingual workforce.

Lesson Structure

The program has six lessons per level, each correlating with the themes, vocabulary, and structures of the six units in each level of ***InterKulturell***®. **German for Life and Career Success** exposes learners to authentic language through text, audio, and video and places students in real-world and career-connected communicative contexts. This supplement also leads learners through scaffolded activities to interact with high-interest content through all three modes of communication.

- Each unit is connected to a specific Career domain.
- A ***Schlüsselfrage*** provides an overarching framework for the lesson and stimulates discussion.
- Each task develops a specific Career skill and ends with a communicative or intercultural ***So weit bin ich*** self-assessment.
- Activity **1** presents a communicative context that includes a country or region of focus. Students then move through three tasks incorporating ACTFL modes of interpretive, interpersonal, and presentational communication. A Can-Do statement helps students assess their progress.
- Activity **2**, ***Interkulturelle Vergleiche***, encourages learners to research and reflect on the products or practices of the culture of focus and, using perspectives, compare them to their own culture(s).
- Activity **3** encourages students to engage in a simulated professional task, applying language and career skills in an authentic context. Students are provided a list of useful vocabulary.

Icons Legend

The icons in this program serve the following purposes:

- to indicate the mode of communication;
- to reference the five goal areas as listed in the *World-Readiness Standards for Learning Languages*; and
- to prepare teachers and learners for the type of each task or activity.

Interpretive Audio	**Interpersonal Writing**	**Communities**
Interpretive Audiovisual	**Presentational Speaking**	**Connections**
Interpretive Visual	**Presentational Writing**	**Career Skills**
Interpretive Print	**Cultures**	**AP® Exam Preparation**
Interpersonal Speaking	**Comparisons**	**AI Extension Activity**

This unit aligns with ***InterKulturell® 1 Kapitel 5, Mahlzeit!*** and introduces students to career-relevant communication through the Nutrition and Food Science domain. Students develop the skills of adapting recipes for nutritional purpose, demonstrating cultural competence, and planning a menu.

In Activity **1**, students build interpretive, interpersonal, and presentational communication by analyzing authentic materials about nutrition and trends in nutrition, and making suggestions for food substitutions. In Activity **2**, students strengthen intercultural competency as they research professions that are connected to food sciences and healthy eating. They will also compare the roles and responsibilities of those professions in the German-speaking world to those in their own communities. In Activity **3**, students develop presentational communication by creating a healthy four-course menu for a restaurant.

Before starting the activities, encourage students to review the ***Schlüsselfrage*** and share their responses and ideas in the **Forum** on Learning Site®.

1 Gesunde Zutaten wählen

In **1**, students are exposed to authentic German language before a vocabulary list is introduced. Encourage students to rely on context, visuals, and prior knowledge to understand new words. In **3**, students are provided with a ***Vokabeln*** glossary that encourages them to begin using these new terms in their own speaking or writing.

1.1 Über Trends in der Ernährung lesen

ACTFL Standard(s)
Communication: Interpretive
Cultures: Practices

Answers

1. a. mehr
   b. mehr
   c. weniger
   d. mehr
   e. mehr
   f. weniger
2. a. Fisch, Nüsse
   b. Spargel, Blumenkohl
   c. Süßkartoffeln, Zucchini
   d. Optionen
   e. mehr, frisches, bio

Kapitel 5

German for Life and Career Success

Gesunde Rezepte

Adapting Recipes for Nutritional Purposes

1 Gesunde Zutaten wählen

You're spending two months studying cuisine in Regensburg, Germany. You have a job at ***Café Mephisto***, one of the oldest, most traditional cafés in town, which has been serving the same dishes for over 100 years. Your boss Chef Tatiana is adjusting the menu to reflect more current nutritional trends and has asked you to do some research to support her work.

1.1 Über Trends in der Ernährung lesen

During your research you find an infographic and article about how ***Ernährung*** has changed over time. Read the information and answer the questions about how eating trends have changed.

MehrMitWeniger.au

Heutzutage ist es wichtiger, dass man gesund bleibt und mehr auf seine Ernährung achtet. Wir wissen heute viel besser, welche Produkte gut für uns sind und welche weniger gesund sind. Zum Beispiel wissen wir, dass wir frisch und bio (*organic*) essen sollten. Weniger Chips und Süßigkeiten, mehr Obst und Gemüse. In früheren (*earlier*) Zeit war das Essen einfach: Kartoffeln, Fleisch, Brot. Heute sind diese Zutaten noch wichtig, aber wir haben auch mehr Optionen. Wenn man Pommes macht, kann man Süßkartoffeln oder Zucchini statt (*instead of*) Kartoffeln benutzen. Wenn man weniger Fleisch will, kann man Eiweiß von Fisch oder Nüssen bekommen. Statt immer Brot als Beilage (*side dish*) zu essen, kann man Spargel oder Blumenkohl essen.

Authentisch



1. Konsumieren Deutsche heutzutage diese Produkte mehr (*more*) oder weniger (*less*) als im Jahr 1900?

   _____ a. Öl _____ c. Brötchen _____ e. Äpfel
   _____ b. Orangen _____ d. Hähnchen _____ f. Kartoffeln

2. Schreib das passende Wort, um den Satz komplett zu machen.

   a. Statt (*instead of*) Fleisch kann man _____ essen.
   b. Statt Brot als Beilage kann man _____ essen.

Scaffold

For **1.1**, provide students with a vocabulary list of key nutrition terms such as ***Obst***, ***Gemüse***, ***Nüsse***, ***Milchprodukte***, ***gesund***, and ***bio***.

Schlüsselfrage

How can I adapt ingredients to make meals healthier?

Career Connection

Nutrition & Food Science
Ernährungswissenschaften

c. Statt Pommes aus Kartoffeln zu machen, kann man _____ benutzen.

d. Wir essen heute gesünder, weil wir mehr _____ für Zutaten haben.

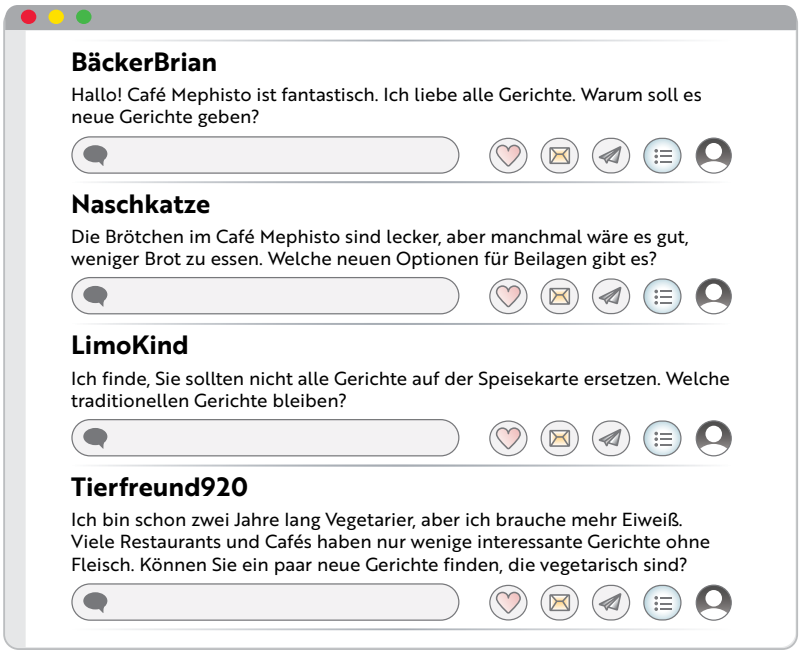
e. Wenn man Produkte kauft, sollte man immer _____ Obst und Gemüse kaufen.

So weit bin ich kommunikativ

Interpretive: I can identify healthy ingredients and substitutions from a short article in German.

1.2 Auf Kommentare antworten

You have created a forum on the café website to ask people to post their thoughts about possible changes to the menu. Read through the posts and write a response to each.



So weit bin ich kommunikativ

Interpersonal: I can respond to posts about food alternatives and healthy menu options.

1.2 Auf Kommentare antworten

ACTFL Standard(s)

Communication: Interpersonal

Possible Answers

@BäckerBrian: Es soll neue Gerichte geben, denn ich möchte gesunde Alternativen anbieten.

@Naschkatze: Es soll mehr Obst und Gemüse als Beilage geben. Zum Beispiel einen Salat, Spargel oder Jogurt mit Beeren.

@LimoKind: Viele traditionelle Gerichte bleiben, denn viele Leute mögen sie. Sie können Hähnchen, Knödel, Spätzle und Kartoffeln auf unser Speisekarte finden.

@Tierfreund920: Ich kann mehr vegetarische Gerichte anbieten. Es gibt Nudelgerichte mit Gemüse und leckeren Soßen.

Heritage and Multilingual Learners Differentiation

For **1**, multilingual learners may benefit from first identifying familiar food-related words or cognates on the menu (for example ***Zucchini***, ***Vegetarier***, ***Eiweiß***). Heritage learners can challenge themselves by providing more detailed explanations, using complete sentences to justify their choices and preferences.

1.3 Ein Video für die Köchin machen

Before students record their videos, have them practice speaking with a partner. Have them go through each piece of required information and practice, speaking the answers to each other. If you would like to add an interpersonal aspect, have the partners react to the information their partner says.

ACTFL Standard(s)
Communication: Presentational

Answers
Answers will vary.

2 Interkulturelle Vergleiche

Be sure that students understand what each profession in **2** does to promote healthy eating habits. An ***Agronomist*in*** is an expert in crops, agriculture, and soil, and helps plan what farms and ***Gemüsegärtner*innen*** will grow. A ***Landwirt*in*** actually manages the crops and products once they have been planted. A ***Gastronomist*in*** works with restaurants and other organizations to determine what products to buy and prepare menus.

ACTFL Standard(s)
Cultures: Products
Comparisons: Cultural
Communities: Lifelong Learning

Answers
Answers will vary.

1.3 Ein Video für die Köchin machen

Now that you have gathered information in **1.1** and read customer input on the forum in **1.2**, you should summarize what you found to Chef Tatiana. Record a presentation describing what trends you found and suggest substitutions she can make on the menu. You should also ask her questions about how you can help with the changes.

Include the following information:

- Wie Ernährung heute anders (*different*) ist
- Welche Zutaten sie ersetzen soll
- Warum diese Zutaten besser sind
- Was Personen am Café Mephisto lieben
- Ein oder zwei Fragen für Köchin Tatiana

So weit bin ich kommunikativ

Presentational: I can suggest how to make dishes healthier using food substitutions.

Demonstrating Cultural Competence

2 Interkulturelle Vergleiche AP®

There are a lot of people needed to help ensure healthy meals get from the field to restaurants and onto the menu. Investigate two of the careers in the food sciences field who play a role in that process. What role do they play? How do they help ensure food is healthy? Are these types of career common in your region? How important is eating healthy in your region? Share your answers in the **Forum**.


Diätassistent*in
(*dietician*)


Agronom*in
(*agronomist*)


Landwirt*in
(*farmer*)


Koch, Köchin
(*chef*)


Gemüsegärtner*in
(*vegetable gardener*)


Gastronom*in
(*gastronomist*)

So weit bin ich interkulturell

Investigate: I can investigate different careers that play a role in healthy farming and eating.

AP® Strategies

2 helps students develop the research skills needed for the Project Presentation task of the AP® Exam. In this portion of the Exam, students must learn about a specific cultural topic and present the information they find. The Project Presentation also requires students to create comparisons between German-speaking countries and their own.

Although students usually write their answers in English in the **Forum**, work with them on writing simple sentences in German about the careers they choose.

Planning a Menu

3 Ein gesundes Menü planen

You are in charge of planning a menu for a dinner party for 10 people happening at the café on the weekend. The guests coming are health-conscious and one of them is vegetarian, and have asked that the dishes they eat use healthy ingredients. Plan and create a menu to serve, which includes a ***Vorspeise*** (*appetizer*), a ***Hauptspeise*** (*main dish*), two ***Beilagen*** (*side dishes*), and, a ***Nachtisch*** (*dessert*). Then, create a shopping list for Chef Tatiana, including the amounts she should buy of main ingredients.

Be sure to include the following:

- Name der Gerichte, die du servierst
- Eine kurze Beschreibung für jedes Gericht und warum es gesund ist
- Welches Gericht vegetarisch ist
- Eine kurze Einkaufsliste mit den Zutaten, die du brauchst

Café Mephisto Menü

Vorspeise	Beilagen
Hauptspeise	**Nachtisch**

Indicates vegetarian

So weit bin ich kommunikativ

Presentational: I can plan and describe a healthy dinner menu, using healthy food alternatives.

Vokabeln

die Beilage	side dish	**Es wäre ...**	It would be ...
etwas zum Essen	something to eat	**Ich schlage vor, ...**	I suggest ...
etwas zum Trinken	something to drink	**mehr**	more
anbieten	to offer	**weniger**	less
empfehlen	to recommend	**statt**	instead of
verkaufen	to sell		

3 Ein gesundes Menü planen

This activity is a guided mini-project that allows students to apply what they have learned in an open-ended, real-world context. Before beginning, review the task requirements with the class, and model an example. Help students break the task into manageable steps (planning, drafting, revising, presenting) and encourage them to use the vocabulary and structures provided in the ***Vokabeln***. For differentiation, allow students to work individually or in pairs and provide options for presentation (written, visual, or video).

ACTFL Standard(s)

Communication: Presentational
Cultures: Products
Communities: Lifelong Learning

Answers

Answers will vary.

Using Technology & AI for Critical Thinking

Using AI to Help With Conversions: For **3**, students may use an AI tool to help convert recipe measurements or suggest healthy ingredient substitutions. Encourage students to write their German description first and then use AI to verify conversions or vocabulary. Students should revise the final explanation so it reflects their own ideas and accurate German structures.